UNIVERSITY OF MICHIGAN
JAN 6
PERIODICAL READING ROOM

The Classical Outlook

VOLUME XXXII JANUARY, 1955 NUMBER 4

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HOW LATIN IS TAUGHT IN ROME TODAY

By Mary A. Barrett
Torrington (Connecticut) High School

EDUCATION IN Italy is far more centralized than it is here in the United States. Under the supervision of the Ministry of Public Instruction are not only the elementary and secondary schools, both technical and classical, and the universities, but also the libraries and the academies of fine arts, music, and the dance. Private institutions of learning are also directed or supervised by this ministry.

The elementary system comprises two schools. The maternal school, for children from three to five years old, is not compulsory, and generally is privately operated. At six the child enters the elementary school proper. Here for five years he studies language, geography, history, arithmetic, biology, religion, behavior, manners, physical education, drawing, penmanship, and singing. The elementary school is compulsory.

From eleven to fourteen the child may attend one of the Scuole di Avviamento Professionale, where in addition to a general education, but without Latin or modern foreign language, he receives instruction in agricultural, industrial, commercial, or nautical subjects or, for girls, domestic science. Following this, he may study for two years in a technical school which issues certificates for dressmakers, rural agents, commercial computers, etc.

However, most of the boys and girls between the ages of eleven and fourteen who plan to further their education, as well as many who do not, attend the Scuola Media Unica. This school offers a general education which consists of selective religion, Latin language and literature, Italian language and literature, history and geography, mathematics, physical education, drawing, and one modern foreign language — French, Spanish, English, or German. Successful completion of the examination taken at the end of the three years spent in the Scuola Media will bring the pupil a license for certain employment, as in Group C of the civil service, for instance—or will allow him to enter one of the upper schools. At present, laws to make secondary education compulsory are being planned.

The upper schools are of several types. The technical institutes give a five-year program in special fields —agricultural, industrial, or commercial. The tutorial institutes offer a four-year course for those who will become teachers in the elementary schools. The Lyceo Scientifico has a five-year curriculum which is the same as that of the classical school except that modern language replaces Greek, and the courses in mathematics, physics, and the natural sciences are expanded. The diploma from the Lyceo Scientifico allows the pupil to enter all faculties of the university except those of literature and jurisprudence.

However, it is the Lyceo Classico, in which we as teachers of the classics are most interested, which is the backbone of Italian culture. The five-year program offers Latin language and literature, Italian literature, Greek language and literature, history and geography, mathematics, physics, natural sciences, and the history of art. The diploma from the Lyceo Classico allows the student to enter any faculty of any university.

The programs of the faculties of the universities vary in length from four to six years. They offer no general education, and are highly specialized. They have, however, no program in fine arts, music, or dramatic arts, these courses being given in institutions separate from the universities—the academies. A professor in the secondary school must be a graduate of the university.

We have seen that every pupil who enters the university has had eight years of instruction in Latin, and that those who enter from the Lyceo Classico have had also five years of Greek. Let us now see of what these courses consist.

In the Scuola Media the first year of Latin instruction consists of grammar and sentences. In the second year, to this program is added reading—of Phaedrus, Eutropius, Cornelius Nepos, and the Gospels of the New Testament. The pupil begins to write paragraphs in Latin. In the third year he continues reading in Latin, studies syntax, and reads from Caesar twenty to twenty-five chapters of the *Bellum Gallicum*, and about three hundred lines from Ovid, Tibullus, and Catullus. The examination at the end of the three years of Latin in the Scuola Media consists of two translations, one from Italian into Latin, and one from Latin into Italian, and an oral examination in grammar. The teachers change schools for the giving of the examinations so that no teacher examines his own class.

In the Lyceo Classico, in the first two years (the Gymnasio), are read further books of the *Bellum Gallicum* and one book of Vergil's *Aeneid*, with some of Sallust and Ovid, together with one oration or selected letters of Cicero. In the last three years, the Lyceo proper, are read Vergil's *Eclogues* or *Georgics*, Livy, Horace (selected Odes, Satires, and Epistles), Tacitus, and the Christian authors.

Greek in the first two years consists of grammar and sentences. There follow three years of reading from Xenophon, Herodotus, and even Sophocles.

RONDEAU

Jenny kissed me when we met,
Jumping from the chair she sat in.
Time, you thief, who love to get
Sweets into your list, put that in.
Say I'm weary, say I'm sad,
Say that health and wealth have missed me,
Say I'm growing old, but add:
Jenny kissed me.

—Leigh Hunt, 1838

Translated into Latin

By Richard P. Jungkuntz
Northwestern College, Watertown, Wisconsin

Basia blanda dedit quondam mihi Cynthia, quando
Obvia vecta mihi desiluit cathedra.
Eia age, Tempus fur, qui gaudes in rationem
Ducere delicias, hoc refer in tabulas.
Lassum me, dic, esse; mihi, dic, esse dolorem;
Meque saluteve, dic, non opibusve frui;
Longe me provectum, dic, aetate; sed adde:
Cynthia (quis credat!) basia blanda dedit.

In both Latin and Greek the teacher is allowed a wide selection among the works of the authors read, and the use of paper-bound texts makes it possible for him to change from year to year if he wishes.

The teaching of the Latin differs from ours especially in presenting grammar much more rapidly and in greater detail. For example, along with the first two declensions are taught the patronymics, the words with their dative and ablative plurals in *-abus*, the genitive plural form in *-um*, and the Greek nouns of these two declensions.

Certain features of the presentation seem an improvement on the methods generally used in our high schools. The feminine nouns of the second declension are introduced immediately, and word order is varied from the very beginning. Some others seem more cumbersome; for example, the ablatives of source, origin, and material are taught separately.

Because of the difference in reading material, the vocabulary in Italian textbooks is much wider in range, and the words are of more common use, than in ours. It is refreshing to find the eternal *puella bona* and *dux fidelis* replaced occasionally by a *modesta viola* or a *culter acutus*. In fact, one of the amazing things about these Italian textbooks is that, in spite of the formality of the presentation, and with few or no illustrations, they manage to be interesting. This they do by means of the language itself. The practice sentences of a typical textbook may range from biology ("In iecore est fel"; "amaritudo fellis nota est"; "ossium capitis commissurae mirae sunt") to moral teachings ("Avaritia est acerbum malum") and religious thought ("Tempus delet omnia opera hominum sed non opera immortalia Dei").

Of all the little sentences which actually say something, one which well suits the Italian disposition is a pithy philosophical thought for the day: "Mihi mea, tibi tua placent." When we, as teachers, compare the place which the classics hold in Italian secondary schools with that accorded them in our own educational system, I doubt that we can say the same.

The Eta Sigma Phi contests in essay writing and translation close February 1. Address Professor W. C. Korfmacher, St. Louis University, St. Louis 8, Mo.

SUMMER SCHOLARSHIPS FOR TEACHERS

Among the many scholarships and grants available to teachers of the classics for summer study in Italy and Greece are the following:

Scholarship of the Classical Association of New England.—An award of $200 is available to a secondary-school teacher who is a member of the Association, for summer study at the American Academy in Rome. Applications must be in by February 1. Information may be obtained from Professor F. Warren Wright, Smith College, Northampton, Mass.

Scholarship of the Classical Association of the Atlantic States.—A grant of $200 is available for a secondary-school teacher who is a member of the Association, and who most nearly fulfills the qualifications laid down by the Association, for summer study at the American Academy in Rome. Applications must be in by February 1. Inquiries should be addressed to the President of the Association, Professor Earl L. Crum, Lehigh University, Bethlehem, Pa.

The Semple Scholarship Award.—A scholarship of $250 is available to a teacher of Greek or Latin in a secondary school within the territory of the Classical Association of the Middle West and South, for summer study in 1954 at the American Academy in Rome. Applications must be in by January 15. Information may be secured from Professor Charles R. Hart, Emory University, Georgia.

Scholarship of the New Jersey Classical Association.—A grant of $200 for study at the Summer Session of the American Academy in Rome is available to a member of the Association. For further details address Miss C. Eileen Donoghue, Bloomfield (N. J.) High School, the President of the Association.

Scholarship of the New York Classical Club.—The sum of $200 will be awarded for summer study at the American Academy in Rome or the American School of Classical Studies in Athens. Any member of the Club in good standing for at least two years may apply to Professor Konrad Gries, Queens College, Flushing 67, N. Y., on or before January 10, 1955. Preference is given to applicants who at the time of the application are actively engaged in teaching Latin or Greek, or are graduate or undergraduate students with a major in Latin or Greek.

Scholarships of the Ohio Classical Conference.—A scholarship worth $350 for summer study at the American Academy in Rome or the American School of Classical Studies in Athens is open to all teachers of Latin in the high schools of Ohio. Applications must be submitted before February 1 to W. R. Jones, The Ohio State University, Columbus, Ohio. The Conference also awards two scholarships worth $60 each for study at any Summer Latin Institute of the recipient's choice.

The Edith M. Jackson Rome Scholarship.—The Pennsylvania State Association of Classical Teachers awards a scholarship of $200 for summer study at the American Academy in Rome to the Pennsylvania teacher of secondary-school Latin who most closely qualifies according to rules laid down by the Association. Information may be obtained from Miss Verna Seitzinger, 201 Cecil Ave., West Lawn, Pa.

In the case of winners of these regional scholarships, both the American Academy in Rome and the American School of Classical Studies in Athens remit some tuition charges.

Fulbright Grants.—Twelve grants will be made to American teachers of the classics and ancient history, for the 1955 Summer Session of the School of Classical Studies of the American Academy in Rome. Applications for these grants closed in October, 1954. Teachers of Latin who are interested in this summer seminar, which will perhaps be offered again in 1957, should write for information to the Department of Health, Education, and Welfare, Office of Education, Division of International Education, Washington 25, D.C.

STUDENT SCHOLARSHIPS IN CLASSICS

Rockford College is again offering to an entering freshman a departmental scholarship in Latin of $1000 ($500 for each of two years). Students who have had two or more years of Latin in high school are eligible to apply; candidates will write an examination testing particularly the ability to read Latin. The examination is given at the candidate's school. The successful candidate is expected to continue her study of Latin for one year but need not elect a major in the field. Applications from promising students are invited and should be filed by March 1, 1955. For further information, write to the Director of Admission, Rockford College, Rockford, Illinois.

THE CLASSICAL OUTLOOK

Entered as second class matter Oct. 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879.

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SUBSCRIPTION $1 PER YEAR. Annual fee of $1 for membership in American Classical League includes subscription to

The Classical Outlook

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio
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Amherst College offers, for students who will enter college in the fall, a freshman scholarship in Greek, the Harry de Forest Smith Scholarship, with a stipend of $500. The holder of the scholarship will be required to take Greek in his freshman year. Boys in their senior year in secondary schools, who have had two or more years of Greek, are eligible. A competitive examination for the scholarship will be held in March. Inquiries should be addressed to Professor John A. Moore, Amherst College, Amherst, Mass.

The University of Pittsburgh has several scholarships on the Robert S. Marshall Memorial Fund, for students of Latin and Greek. Full information may be obtained from Professor Arthur M. Young, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

NOTES AND NOTICES

The American Philological Association and the Archaeological Institute of America met jointly at the Sheraton-Plaza Hotel in Boston, Mass., on December 28, 29, and 30, 1954. A meeting of the Council of the American Classical League was held on the same occasion.

Officers of the American Philological Association for 1955 are: President, Harry Caplan, of Cornell University; First Vice-President, George E. Duckworth, of Princeton University; Second Vice-President, C. Bradford Welles, of Yale University; Secretary-Treasurer, Paul L. MacKendrick, of the University of Wisconsin; Editor, Francis R. Walton, of the Florida State University.

The Classical Association of the Atlantic States held its fall meeting on November 27, 1954, in Atlantic City, New Jersey. A meeting of the Executive Committee was held on November 26.

The Mountain Interstate Foreign Language Conference, held at Union College, Barbourville, Kentucky, October 8 and 9, 1954, drew teachers from five states.

Bryn Mawr College offers a fellowship in the value of $1700, and one or two scholarships of $1000 each, for graduate study in the fields of Greek and Latin. Further information may be obtained from the Dean of the Graduate School, Bryn Mawr College, Bryn Mawr, Pa.

Through the generosity of the late Professor Walter Miller, the University of Missouri offers a scholarship which will pay up to $600 per year to a graduate student working for the Master's degree in the classics. Applications must be in before March 1, 1955. Address Professor W. E. Gwatkin, Jr., University of Missouri, Columbia, Mo., for further details.

The University of North Carolina offers a teaching fellowship in the classics, of $1350, less $150 tuition fees; a part-time instructorship of $900, less $150 tuition fees; and two assistantships in classics of $550 each, less $150 tuition fees. There are also special graduate scholarships for first-year graduate students, paying from $1000 to $1500. Further information may be obtained from Professor B. L. Ullman, Box 1048, University of North Carolina, Chapel Hill, N. C.

LETTERS FROM OUR READERS

GOOD NEWS

Mr. William L. Brunt, of the Pelham (New York) Memorial High School, writes:

"This year we have a very large Latin department — 230 students — more than all the French, Spanish, and German students combined! Also, our Latin Club is an honor group, and is doing difficult reading in Latin."

Professor Jonah W. D. Skiles, of the University of Kentucky, writes:

"Our department has increased 25% in enrollment over that of the first semester of 1953-54, while the overall University enrollment was increasing 11%. Four Classics majors were graduated in 1953-54; and four masters' degrees were conferred in our department in 1953-54.

"Also, we offer, for bright high-school students who may be interested in Greek, two full years of Greek by correspondence."

Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, writes:

"Late last spring an official statement was made here that all foreign language departments are to be combined with the English departments in the high schools. I immediately put the matter into the hands of the Professional Standards Committee of the Toledo Federation of Teachers, filed with this committee a good letter from Professor Dunlap of the University of Michigan, and myself wrote a letter to the Superintendent, protesting such action. We won!"

CERTAMEN CAPITOLINUM

Dr. Goodwin B. Beach, of Hartford, Connecticut, who "placed" in the international contest in Latin composition, the Certamen Capitolinum, writes as follows:

"Hoc nuntiatum est: ex petitoribus Certaminis Capitolini hornotini, XLV Itali, unus Francogallus, unus Americanus fuerunt. Nullus Anglus, Germanus, Batavos. Ego igitur solus fui Americanus. In me uno innititur fama disciplinae doctrinaeque Americanae. Quin hoc divolgas: 'Proh Pudor! Americani expergiscimini! Unus solus Americanus Certaminis Capitolini petitor fuit! In uno solo innititur fama doctrinae disciplinaeque nostrae. Hoccine rectum, bonum, aequom? Porro, Americani! Petitores et vos estote!' Di meliora! Ex tot centenis millibus Americanis et Ang-

lis unus solus praemium appetit. Me pudet. Quo plures eis 'laudibus publicis digni' habebuntur, tanto melius. Si complures earum laudum participes erunt, numquis est qui tanto magis non glorietur? Velim hercle nostrates ex suo exili studiorum gyro excitare."

WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin or Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK, for October, 1954 (page 3) or address The American Classical League Service Bureau, Miami University, Oxford, Ohio.

COMMITTEES FOR THE LATIN INSTITUTE

The eighth annual Latin Institute of the American Classical League will be held June 23, 24, and 25, 1955, at the State University of Iowa, in Iowa City. President Van L. Johnson has named the following program committee for the Institute: Frank C. Bourne, Princeton University, Chairman; Walter Allen, University of North Carolina; Grace A. Crawford, West Hartford, Connecticut; Gerald F. Else, State University of Iowa; Chauncey E. Finch, St. Louis University; Clarence A. Forbes, Ohio State University; Kevin Guinagh, Eastern Illinois State College; Arta F. Johnson, Yonkers, New York; Van L. Johnson, Tufts College (*ex officio*); Henry W. Kamps, Hendrix College; Franklin B. Krauss, Pennsylvania State University; John F. Latimer, George Washington University; Lillian B. Lawler, Hunter College (*ex officio*); Henry C. Montgomery, Miami University (*ex officio*); Paul R. Murphy, Ohio University; Sister Mary Donald, B. V. M., Mundelein College; John W. Spaeth, Jr., Wesleyan University. Members of this committee will welcome suggestions for the program of the Institute.

The local committee for the Institute includes the following: Gerald F. Else and Dorrance S. White, State University of Iowa, Co-Chairmen; Minnie K. Flickinger, University of Iowa High School; J. Frank Gilliam, State University of Iowa; Blanche P. Hunter, Franklin High School, Cedar Rapids; William T. McKibben, Grinnell College; Rev. Sebastian Menke, St. Ambrose College, Davenport; Ann E. Miller, Fort Madison High School; Oscar E. Nybakken, State University of Iowa; Franklin H. Potter, State University of Iowa; Mary McC. Reid, Iowa City High School; Sister Mary Carol, St. Patrick's High School, Iowa City; Sister Mary Manuel, Saint Mary's High School, Iowa City; Myra L. Uhlfelder, State University of Iowa.

DE SOCIETATE CLASSICA JUNIORUM IN REPUBLICA MASSACHUSETTENSI CONDENDA

By VAN L. JOHNSON
Tufts College

(Editor's note: This paper, an address delivered by the President of the American Classical League at the organization meeting of the State Federation of the Junior Classical League in Massachusetts, is printed in the hope that it will bring a message to other students of the classics over the country.)

THE ROMANS had an old saying, "Don't goad a running horse"; so, following the sense of that wise proverb, I shall not try to inspire the inspired. That is my usual function on these occasions, but I see no need of it here in the midst of all this excitement and enthusiasm. But I thought you might like to know how all this came about, and why we happen to be here today. No doubt your teachers and officers have told you something about it, but I thought you might like to have the circumstances described in language which any student of Caesar could understand. With apologies to dear Julius, therefore, I give you the following account.

All America is divided into forty-eight states, of which the greater part students of the Latin language inhabit. But New Englanders surpass all others in long acquaintance with this language, on account of the fact that they are least far removed from the culture and humanity of Europe. For New England takes its beginning from the Hudson River, and, stretching eastward to the Ocean, faces Rome. For which reason, long ago teachers from Europe brought in those things which pertain to cultivating the mind, with the result that Latin has been studied in New England for three hundred years.

Since these things are so, it is persuaded to Johnson that there ought to be chapters of the Junior Classical League in Massachusetts, as many and as great as possible. But it is reported to him through scouts that few New Englanders are joined in this alliance; and, afflicted with great grief, he summons teachers to discover for what reason these things have happened and what it is necessary to do.

Now among these teachers, by far the most hopeful and energetic is Miss Mary Sullivan. She has no doubt but that we can strengthen peace and friendship among the Massachusetts chapters. She thinks it very easy to do! She proves that six months will be sufficient for accomplishing these things, and accordingly she is chosen to undertake the task and make an embassy to neighboring cities. She is made more certain through a letter from Miss Atwell saying that she will be for an aid to her; and others, influenced by this talk, exchange confidence and oaths.

On the day set, there is a running together from all sides to the Central School at East Bridgewater, which town in our language is called "pons aquarum ad solem orientem spectans." Having set out from home at the first light, Latin students arrive by means of buses, trains, and wagons self-propelled. They sit down together with clamor and singing, making jests upon the Romans and themselves, while chosen delegates take counsel with each other, deliberating what it is appropriate for them to do and why. In respect of food and drink there is bountiful provision for all; and the leaders are instructed to give great thanks to their so generous and friendly hosts.

All are affected with great joy, and say it is in mind to them to meet again each year and show their friends in neighboring and distant states that Latin lives in Massachusetts. They deny that there is nothing left of Latin here, or that they themselves, cast down from a mighty hope, have turned their backs in flight from good traditions which they hold in clinging memory.

So much for Julius and his report of JCL affairs *in hac regione terrarum*. I'm afraid we can't imitate his style, except in jest; but *mehercle!* how much we learn about the nature of grammar and syntax, how many English words are clarified or made exact and vivid for us by reading Caesar, Cicero, or Vergil! We suddenly discover that we have been talking Latin half the time; we didn't know it, but whenever we caught a bus, or took a quiz, or called a cop, and mentioned it, we spoke some garbled Latin. For Latin, as you know by now, is not really a foreign language at all; it is rather an exploration and

extension of our own speech habits. Through it we become aware of what we are saying or hearing, writing, or reading. And this awareness is, of course, a major part of our activity as civilized animals. Man is basically a thinking and a speaking animal; and a civilized person is one who knows what he is saying, and likewise comprehends his own thoughts. To civilize is certainly the main purpose of education, and the best education will make us conscious of self and unself exactly in the way that Latin does.

Moreover, we soon learn that Latin is the golden key to the main gate of our traditions in the Western World. It opens up for us an intimate acquaintance with our origins in the Greco-Roman past; and we learn first-hand not only why we talk the way we do, but why we feel and think and act in certain patterns, why we cherish things like beauty, justice, freedom, courage, dignity, and honor. For most of our ideas and ideals came into being with the Greeks and Romans: the Greeks invented or gave names and form to almost all the arts and sciences which we still practice and respect; the Romans recognized the excellence of things Greek, and passed them on to us with contributions of their own. The Greeks were the first democrats; the Romans were the first republicans. The American mind is at least as old as Homer.

Antiquity is inescapable, and Latin most effectively unlocks its treasure-house. Some people would like to find an easier approach. Latin is too hard, they say; and so they try scaling the wall without ropes or ladders, or climbing through windows which are closed and barred; and failing this, they then propose to blow the building up or else abandon it, convinced that the approaches are too difficult, and that they can live without traditions in a meaningless here and now. But meaning is the very core of rational existence; and Latin gives direct and ready access to the cultural inheritance by which we live, and for which frequently in the course of history we are asked to fight.

Those who would abolish Latin or neglect it are like the one-eyed Cyclopes encountered by Ulysses. Having only half their sight, they cannot see things in perspective: the third dimension of our past is quite invisible to them. Throwing Latin away, when it comes to words and ideas, is like junking your telescope to study astronomy, or scrapping your microscope to learn biology. No serious student will do it; no honest teacher will recommend it.

It is obvious that you boys and girls have so far escaped the bad advice or collective ignorance which finds Latin useless or too difficult. At least you have not surrendered to this line of thought; and presumably you are gathered here today, giving witness to the soundness of your own convictions. Continue to do so. Beware of all the Cyclopes, when you get to college or go to work. Their values are not yours; don't be intimidated by their numbers or their noise. Stick to your own beliefs, and continue the civilizing course which you have started. The American college has become a sort of supermarket where good and bad merchandise alike, wrapped in cellophane and marked with colored tags, is sold to unsuspecting customers. When you get there, don't neglect your academic meat and vegetables for packaged mixes, fancy notions, sweetened water, or half-baked ideas. Don't waste your money and your time; pursue a solid course of study, remembering with Socrates that education can't be carted off in baskets. Knowledge is the food of the soul; and no one has yet invented a satisfying substitute for Latin, Greek, or mathematics—the basic fare for anyone who has to make good use of words and numbers. And we all do.

APROPOS OF THE WORD "SCHOOL"

By Eugene S. McCartney
University of Michigan

As we learned in our student days, the word "school" comes from a Greek word (*schole*) that means "leisure." In this connection it is pertinent to quote Ecclesiasticus 38.24: "The wisdom of the scribe cometh by opportunity of leisure [schole]; and he that hath little business shall become wise [sophisthesetai]."

CONTEST CLOSING

Readers are reminded that this year's Verse Writing Contest will close on February 1. Entries may be sent to Prof. Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y.; to Prof. W. L. Carr, University of Kentucky, Lexington 29, Ky.; or to Prof. Konrad Gries, Queens College, Flushing, L. I., New York. The rules of the contest may be found in our November issue, page 14.

ARE AUTHORS PEOPLE?

By the Editor

CHIEF AMONG the joys of an editor of an educational publication, especially in the field of the classics, is the devotion of his contributing authors. After long, trying days in the classroom these unselfish teachers give up precious hours of leisure time to the grueling discipline of authorship, setting down information and ideas, or recording successful procedures in teaching—not for any personal gain, but solely to make the daily labor of other teachers a little easier and a little more productive of good results.

In the light of all of this, it is particularly distressing when the published contribution of one of these authors is grossly misused. Periodicals, including The Classical Outlook, are copyrighted to protect their authors. Nevertheless, instances of flagrant misuse are not uncommon; and they always strike the editor of a classical publication as utterly incredible.

An author's published work, whether copyrighted or not, is deemed to belong to him, unless he himself surrenders his rights in it. This fact seems not to be understood by many persons today. Even many teachers, unfortunately, most of whose work is connected with books, appear to regard all things published as common property, to be taken over at pleasure and altered at will by anybody who cares to do so.

From time to time an editor receives a contribution—e.g., an article or a Latin play—which looks oddly familiar. Upon investigation it turns out to be a garbled version of something already published. Further investigation invariably yields the information that the original author's permission for the "revision" has not been secured—nor, indeed, has he been consulted. Amazing as it may sound, the contributor has simply "lifted" the original article or play, rewritten it to suit himself, and offered it for republication under his own name! Even more amazing is the fact that the "reviser," when made aware of what he has done, almost always expresses astonishment that anyone should regard his procedure as in the slightest degree irregular, and, in some cases, actually is convinced that he has done the original author a favor!

Not long ago a prize-winning radio script, the title and author of which were well known in educational broadcasting circles, was completely rewritten in barbarous fash-

ion, without permission, and was put on the air under the original title by a school group, to the utter consternation of listeners who had heard of the awards won by the original script, and who knew of the author's ability.

THE CLASSICAL OUTLOOK and the Service Bureau of the American Classical League publish many materials for high-school teachers. The authors of these materials have generously donated them for their fellow-teachers. They *want* teachers to use them freely, as written, and are happy when their materials have a wide circulation. They of course expect teachers to make minor adjustments in the material to suit their own classes—particularly in the case of plays, as, e.g., when the smallness of a class necessitates the omission of a character, when mechanical difficulties require slight alterations in a scene, etc. Also, copies of a play or other material may be made freely for the teacher's use. But the teacher should never, under any circumstances, take it upon himself to rewrite the material, to make extensive changes in wording, to disseminate copies among his friends or fellow-teachers, or, worst of all, to offer a "revision" of the material for publication, or to attempt to sell it.

These precepts would seem to be obvious. Nevertheless, the present writer, like all editors, has had numerous personal experiences with literary "piracy." Perhaps the most striking ones which have come within her own purview have been cases in which some person whom she has never heard of has sent in to THE CLASSICAL OUTLOOK or the American Classical League for publication, "at your usual rates," a badly mangled version of one of her own published articles or plays! Apart from the fact that THE CLASSICAL OUTLOOK and the American Classical League do not pay for contributions, the very audacity of the piracy has always left her gasping—and wondering, incidentally, how many other garbled versions of American Classical League publications have passed from hand to hand and have finally been printed by unsuspecting editors over the country. And needless to say, such garbled versions often give students utterly false ideas of both the Latin language and the life of the Romans.

The publisher's permission is almost as important as the author's permission, for the teacher who wishes to reprint material. Perhaps the publisher is himself planning to reissue, in booklet form, the very contribution which the teacher wishes to reprint. Again, in some cases the author's address has been changed, and the publisher will know how to reach him. Occasionally an author has donated to an editor or publisher an article or other contribution under certain expressed conditions—conditions of which only the author and the publisher are aware. For example, authors who have had some experience with "lifting" sometimes specify to publishers that their articles are not to be copied by anyone at all. A few years ago THE CLASSICAL OUTLOOK was honored with a contribution of several fine Latin songs by an author of great ability, who always stipulated that, since each of his songs was an artistic whole, the poems must always be printed *in full*, never in bits taken out of context—a reasonable condition indeed, and one to which the editor was happy to agree. The author in question was justifiably incensed, about two years later, when there happened to come to his hand a mimeographed collection of Latin songs put together without permission by a teacher, and including a few isolated stanzas of his own songs, each showing a slovenly error in copying, and all reproduced without his name as author! As a result of this unfortunate occurrence, THE CLASSICAL OUTLOOK and its readers were henceforth deprived of the work of that gifted author.

While we are on the subject of songs, we should point out that no modern songs may be translated into any language, including Latin, without the written permission of the publisher, and, in some cases, of the song-writer as well. Commercial publishers are for the most part hard-headed business men who take the copyright law seriously; and while there is no case on record of a copyright suit against a high-school teacher of Latin, certainly no teacher should think of printing and disseminating a translation of a popular song without the appropriate written permission.

The plea of your editor, then, is: Please do not offer for publication an article, play, song, or other contribution which is not completely your own. Please do not rewrite the work of another author unless he asks you to do so; if he wants the work revised, he will probably prefer to revise it himself. Please do not undertake to reprint or disseminate other authors' works. If you do pass from teacher to teacher or from teacher to student a copy of a play or other publication, please see to it that the text is exactly as published, and that the author's name appears clearly on the first page.

It is well to remember always that teachers like ourselves have, from sheer devotion to their work and as a labor of love, spent time and effort to give us the valuable teaching materials which we have today. We might well show our appreciation by refraining from misuse of their contributions. For, after all, authors are really *people*, and should be treated as our friends.

A MARK TO SHOOT AT

The Junior Classical League, largest classical organization in the world, last year reached a total of 22,567 members—an increase of 25% over the preceding year. There were in that year 691 chapters—an increase of 16% over the number of chapters in the previous year. Although these figures mark an all-time record, the Committee on the Junior Classical League hopes that they will be surpassed this year. Keep up the good work!

CILA: DOMESTIC FASCICULE

By EDWARD C. ECHOLS
University of Alabama

IT WAS Professor David M. Robinson, I believe, who first proposed that the compilation of a *Corpus Inscriptionum Latinarum Americanarum* would be a worthwhile scholarly project. Should such a collection ever be undertaken, it would necessarily include a Domestic Fascicule, and I should like to offer two inscriptions of this type for consideration:

Inscription No. 1:
Location: Dutch John Road, Van Wert, Ohio.
Place of inscription: Roof of barn.
Medium: Dark tiles, set in light-tiled roof.
Date: 1891.
Name of Inscriber: H. Nunemaker.
Circumstances: Mr. Nunemaker went off to the state university in the 1880's, a rather uncommon procedure in his rural area at that time. Although he was enrolled for only a few months,

he wanted to let everyone know that he had furthered his education. Consequently he posted an inscription in Latin, the hallmark of the educated man.

Inscription: "Domus Dulcis Domus."

Inscription No. 2:

Location: 801 Rose St., Ann Arbor, Michigan.

Place of inscription: Exterior cross-beam of house.

Medium: Paint.

Date: 1950.

Name of Inscriber: Professor Norman Willey.

Circumstances: The house was of an experimental type, constructed of adobe about 1925. Because it used little conventional building material, the contractors and building supply firms predicted a short life for it and a fall in the "House of Usher" tradition. The house, whose walls are twenty-four inches thick, seems sturdier today than it was when it was completed a quarter of a century ago. This situation prompted the facetious inscription of Professor Willey.

Inscription: "Nolite, Aedificantes, Moleste Ferre, Vos Enim E Limo Estis Et In Limum Redituri Estis."

CALL FOR SUMMER COURSES

For several years the May issue of THE CLASSICAL OUTLOOK has contained lists of summer courses in Latin, Greek, ancient history and civilization, ancient art, archaeology, classical literature in translation, linguistics, general language, and the teaching of high-school Latin, which were being planned by various colleges and universities throughout the country. Copy for the May, 1955, issue must be in by March first. Members of college faculties who can supply lists of projected summer courses by that date are earnestly requested to send them to the Editor, Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y. Please do not send catalogues.

THE IDES OF MARCH

Julius Caesar was assassinated on March 15, 44 B.C. Why not plan a program for the Caesar class or the Latin Club or the school assembly? For material see page 41.

Become a Supporting Member of the American Classical League.

COMMITTEE ON PUBLIC RELATIONS

The Committee on Public Relations of the American Classical League for 1954-55 is as follows: Mrs. Pauline Emerson Burton, of Libbey High School, Toledo, Ohio (Chairman); James F. Looby, Education Editor, *The Hartford Courant;* George W. Cushing, Vice-President of WJR, Detroit; Blake-More Godwin, Director of the Toledo Museum of Art; Walter E. Hess, Managing Editor, *Student Life;* Charles T. McNary, Personnel and Public Relations Director of Blue Bell, Inc., Greensboro, N. C.; Ward M. Canaday, President, The Overland Corporation; Belle Gould, Henderson (Texas) High School; Mrs. Barry Bingham, *The Courier Journal* and *The Louisville Times*, Kentucky; Juanita M. Downes, Cheltenham High School, Elkins Park, Pa.; James L. Trautwein, Coordinator of Religious Programs, WSPD-TV, Toledo, and Episcopalian Chaplain, Bowling Green State University, Ohio.

CHOREOGRAPHIC JOTTINGS

Critic John Chapman, writing in a recent number of the *New York Daily News*, reviews a performance of the New York City Ballet. "Balanchine's 'Serenade,'" says Mr. Chapman, "is what I'd call an armpit dance."

By a curious coincidence, the ancient Greeks had a dance figure which they called *airein maschalen*, "raising the armpit." The figure is attested not only by lexicographers, but also by representations on many Greek vases (most of them black-figured, but some in the later red-figured technique) and also in figures portraying dances at funeral feasts, in Etruscan tombs, particularly the Tomba del Triclinio at Tarquinia.

Another *News* critic, Robert Sylvester, comments on a dance team's use of "the standard Spanish device of the dramatic poet on stage." This usage may actually reflect the old Greek custom of having dancers "dance out" the meaning of a song or poem as it was sung or recited by a chorus or by the poet. Such a dance, known as a hyporcheme, was very popular in antiquity.

A recent article in the *New York Daily Mirror* (Dec. 3, 1954) elaborates the idea of the movement of the heavenly bodies as a great "dance." This concept was entertained seriously by the Greeks and the Egyptians; and some Greeks, notably Lucian (*Salt.* 7), trace all earthly dancing back to the cosmic dance of the planets.

A dispatch to *The New York Times*, dated October 13, says: "The traditional ballet of the British Army parade grounds, the manual of arms, is getting a new choreography . . ." Although metaphorical, this usage recalls the Greek custom of regarding any rhythmical series of movements as a dance.

Lt.-Col. S. G. Brady, Rtd., has sent in a page from a recent issue of *Life* magazine, portraying what is captioned a "Billy-Goat Ballet." The goat shown in the photograph is said actually to be dancing an Irish jig with his owner's small son! Interestingly enough, the goat has been caught in an attitude which recalls vividly Greek portrayals of Pan dancing in Dionysiac routs. "Pan redivivus!" exclaims Colonel Brady.

—L.B.L.

BOOK NOTES

Socrates: The Man Who Dared to Ask. By Cora Mason. Boston: The Beacon Press, 1953. Pp. xii plus 165. 10 illustrations. $2.75.

These are times when it is good to be reminded that there have been people like Socrates. Fortunately we are not in danger of being allowed to forget the inspiring history of Plato's great teacher. Within the last few weeks I have noted the appearance of a novel, *The Escape of Socrates*, by Robert Pick; a symposium, *The State versus Socrates: A Case Study in Civic Freedom*, edited by John D. Montgomery; and a recording of the last days of Socrates, with Frederick March in the role of the philosopher, issued by Columbia University. The book under review, written especially for young people of high school and early college age, is a reconstruction of the life, times, and teachings of the sage by a classical scholar who has taught in both school and college, and knows the country she describes from personal observation. Cleverly introduced and concluded by chapters purporting to be the words of Crito, the story is a sensitive and moving account, filling the many gaps in our knowledge with cautious imagination and great verisimilitude, in language both simple and dignified, and calculated to appeal to the young persons for whom it is meant. The illustrations

are fine photographic reproductions of terra-cottas, bas-reliefs, and vase paintings which give a touch of realism to the volume. My two teenagers have read the book with pleasure and, I hope, profit; in my own experience, this is one of the most successful popularizations of classical material for the young that I have encountered. —K.G.

Recurrent Maladies in Scholarly Writing. By Eugene S. McCartney. Ann Arbor: University of Michigan Press, 1953. Pp. xiii plus 141. $2.50.

Those of us who have known Dr. McCartney for several years, and who have long enjoyed his accounts of his editorial difficulties in preparing for the University of Michigan Press books and papers written by scholars in a dozen different fields, will hail with delight this entertaining and instructive volume.

The book is a compilation of articles on the various "headaches" of editors—articles published over the years since 1938, and here revised and rearranged. The nine articles are preceded by an interesting preface, and are followed by a bibliography of "Works on Scholarly Writing." Amusing drawings from *The New Yorker*, *Collier's*, *Punch*, and other magazines, and an abundance of anecdote and quotation, illustrate and enliven the pages. The frontispiece, inserted by the author under protest, at the insistence of his associates, is a good photograph of Dr. McCartney reading proof at his desk, with his famous "squirrel bookends" before him.

Among the most entertaining of the chapters are "Saying It With Flowers" (on faded or mixed metaphors), "Some Participles I Have Met," "Such Rackers of Orthography," and "Is Scholarship Always Scholarly?"

Anyone who has ever struggled to edit anything, from a high-school paper to a learned journal, will read this book with profound appreciation, and will chuckle over it; and anyone who is contemplating the preparation of a manuscript for publication anywhere will get useful suggestions from it. Teachers of English will seize it eagerly; and even the aggrieved author who has been plagued with typographical errors will take comfort, somehow, from the statement (p. 103) that the ten letters in the word *republican* are numerically capable of typographical error in 3,628,800 ways! —L.B.L.

Ancilla to Classical Reading. By Moses Hadas. New York: Columbia University Press, 1954. Pp. xiii plus 397. $4.75.

Here is an excellent addition to the classicist's list of books for gifts and prizes. From his recent histories of Greek and Latin literature we are familiar with Professor Hadas' pleasing treatment of classical antiquity, as well as with his high demands upon the literacy and general education of his readers. These are present in the volume under consideration too. The purpose is to offer "partial satisfaction" of "curiosity about matters essentially peripheral to [the] main issues" of ancient literature (p. vii). Less easy is it to give a brief account of the contents, in view of the variety of subjects presented. Essentially, however, the book falls into two parts. The first, filling about a third of the volume, is an interesting account of "Production, Reception, and Preservation," including such topics as writing materials, the book trade, how the ancients conceived of the writer's role in society, ancient literary criticism, and a brief history of classical scholarship. The second part presents "Literary Gossip" about the authors, to "help bring them to life" (p. 5). Comprising ten chapters that run through the literary figures of antiquity in topical and chronological sequence (e.g. "Greek Lyric," "The Attic Orators," "Romans of the Republic"), this part is less successful than the first. There is considerable repetition; occasionally the pattern of assuming basic information about an author is abandoned for a fairly complete presentation; and the accumulation of short items on a multitude of figures tends to become tedious. Both parts share the virtue of abundant quotations (in translation) from ancient sources, often of material ordinarily not easy to come by. There is a brief but useful bibliography, and an index whose special feature is the inclusion of brief identifications and of dates for all but the most recent persons listed, from "Homer, Greek epic poet (IX B.C.)" to "Rohde, Erwin, German philologer (1845-1898)." Of the few misprints noted, only the spelling *Herrenium* for *Herennium* (both on p. 45 and in the index under *Auctor*) is disturbing. —K. G.

Principium Sapientiae: The Origins of Greek Philosophical Thought. By F. M. Cornford. Cambridge: At the University Press, 1952. Pp. viii plus 270. $5.00.

The manuscript of this book, left unfinished by the late Professor Cornford, who attained an enviable reputation as an interpreter of Greek philosophy and particularly of Plato, has been prepared for publication by his colleague W. K. C. Guthrie. The titles given to the book and to its two parts ("Empiricism versus Inspiration" and "Philosophical Cosmogony and Its Origins in Myth and Ritual") show that Cornford here returns to the topics and problems of his first book, *From Religion to Philosophy*.

The new volume is an extremely valuable contribution to our understanding of the way in which the earliest Western philosophers continue, though in a new manner, the work of earlier religious officiants and seers and poets. It should help dispel the prejudice that Greek philosophy is at birth a quite new thing and is, in principle, the enemy of mythical discourse. Cornford makes it clear that Epicurus' atomism is not based on science but is offered as a remedy for mental unease; also that Plato makes heavy use of mystery themes and myths, and profits from the body-soul dualism of the mysteries in recommending his discussion of the forms and of recollection and immortality.

Important as the book is, it does not satisfy the student who goes on to ask the antecedents of the origin of philosophy and about the proper business of philosophy. Just why do men need to talk and practice religion, why do they make myths and use them as parables referring to the transcendent? If philosophy in its earliest form tries to do the same kind of work as the myths had done, can philosophy pretend to supersede religion? Should not the philosopher perhaps stop competing with the theologians and busy himself with trying to understand what the myths and religious parables manage to say, and how the great types of religious discourse start from common experience and develop into total clues to man's life in the world? —Jesse De Boer
University of Kentucky

Anales de historia antigua y medieval: 1951-1952. Universidad de Buenos Aires, Facultad de Filosofía y Letras: Buenos Aires, 1952. Pp. 188. No price given.

This collection of essays, mainly on classical themes, and presumably by instructors and graduate students at the University of Buenos Aires, again demonstrates the interest taken

in classical studies in Spanish-speaking Latin America (cf. my previous accounts of classical publications from Argentina in THE CLASSICAL OUTLOOK 23 [1945-46], 74, and 25 [1947-48], 9 and 30). Although these articles do not, by and large, offer original contributions to scholarship, they show a sound knowledge of the ancient sources and a wide acquaintance with the work of modern classicists. A brief summary will indicate the range of interests represented. Miguel de Ferdinandy (7-44) traces the history of a tradition first recorded in Herodotus: the belief of the peoples of the Eurasiatic steppes that their kings are predestined to world empire. Alberto Freixas (45-67) continues presentation of material extracted from Procopius, chiefly regarding Justinian and his general Belisarius. Angel A. Castellan (68-91) resurrects the memory of a French Hellenist of the eighteenth century, the Baron de Sainte-Croix, and compares his views on certain phases of Greek religion with those of modern scholars. Marta J. Gesino (121-141) presents, translates, and discusses inscriptions in which Roman emperors are entitled *proconsul*. Irene Arias (142-164) discusses and translates the late *Certamen Homeri et Hesiodi*; Lilia Formisano (165-181) does the same for Seneca's *Apocolocyntosis*. There is also a long article on Spain and the Crusades. The volume is an attractive and careful piece of work.

—K. G.

MATERIALS

Teachers and friends of the classics who read French will be interested in an essay by Etienne Gilson, entitled "L'Ecole à la Croisée des Chemins." Beautifully printed in a 32-page pamphlet, the essay may be obtained free upon request to the Department of Public Relations, Collège Jean-deBrébeuf, 3200 Chemin Ste.-Catherine, Montreal 26, Canada.

A booklet entitled *Foreign Languages*, published by the College Entrance Examination Board, tells how the Board tests in French, German, Spanish, and Latin are prepared, and through sample questions and explanatory text shows how they work. Copies may be ordered at 50¢ each from the College Entrance Examination Board, c/o Educational Testing Service, P. O. Box 592, Princeton, New Jersey, or P. O. Box 9896, Los Feliz Station, Los Angeles 27, California.

FIRE! FIRE!

On November 21, a fire swept through the headquarters of the American Classical League in Miami University, Oxford, Ohio. Luckily, all losses were covered by insurance. Repair work has now been completed. Persons who sent in orders about November 20, and who have not received the materials requested, may assume that their letters were destroyed, and are urged to re-order. It is hoped that the lost letters contained no cash.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, add 20c for special-handling postage.

Because of the increased cost of fourth-class postage, please add 25c for any order of $1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. CARR, Director

The Service Bureau has available the following seasonal material:

FEBRUARY

Mimeographs

557. Suggestions for a Program on February 22. 10¢
588. Cicero Walks with Washington and Lincoln at Midnight. A short play in English. 15¢
606. Roamin' with the Romans. A clever program for club, assembly, "Open House," or radio. 20¢

ST. VALENTINE'S DAY

Mimeographs

317. Suggestions for a Valentine's Day Program. 5¢
422. The Making of Latin Valentines. 20¢
501. A Valentine Party by a Vergil Class. 10¢
566. The Loves of Jupiter. Directions for making hand puppets, and a play for them. 10¢
621. "Cupid and Psyche" in Living Pictures. 4 girls, 2 boys. 15 minutes. 20¢
642. Cinderella. An easy Latin playlet in three scenes. 8 minutes. 20¢
653. Pomona: A Puppet Play. 5 puppets. Or may be given as a stage play. 20¢
654. Persephone: A Puppet Play. 6 puppets. Or may be given as a stage play. 25¢

VALENTINE CARDS

VC. A small picture of a Pompeian wall painting depicting Cupids grinding grain. Inside, a Valentine sentiment in Latin. Printed in red. Envelopes to match. 5¢ each.
VM. A picture of a Roman mosaic showing a Cupid driving a dolphin. Inside, a Valentine sentiment adapted from an epigram of Martial. Colors, purple and gold. Envelopes to match. 7¢ each, 15 for $1.00.

THE IDES OF MARCH

Mimeographs

231. Exitium Caesaris. A Latin play. 25¢
500. Suggestion for a Latin program for the Ides of March. 10¢
551. A trip through Roman history. A burlesque skit. 1 reader, 2 or 3 off-stage "sound-effects" men. 15¢
567. Julius Caesar. An amusing "musical comedy" in three scenes burlesquing the story of the slaying of Caesar. 15¢
581. Suggestions for celebrating the Ides of March and the birthday of Rome. 15¢

The Service Bureau has for sale the following previously announced material:

CAESAR

Mimeographs

39. How can we vary the Caesar work so that it may not become monotonous? 20¢
52. Immediate and ultimate objectives for each year of the Latin course. 10¢
57. Points of syntax recommended for intensive study during each semester of the Latin course. 10¢
75. Characteristics of Caesar as seen in his *Commentaries*. 10¢
100. A debate: "Resolved, That Caesar's Methods were Justified by His Ultimate Aims." 10¢
132. Caesar's rules of strategy. 5¢
141. Illustrations of the problem method for review work in a Caesar class. 15¢
176. Characteristics of the Gauls. A very helpful study based upon passages from Caesar's *Gallic War*. 15¢
217. Advice to an inexperienced teacher of Caesar. 15¢
227. Practical suggestions for the Caesar teacher. 15¢

229. Fifteen anecdotes about Caesar. 20¢
272. The Schoolboy's Dream. Play in English, with a little Latin. For 2 boys. A schoolboy falls asleep and is visited by Caesar's ghost. 10¢
360. A bibliography on the Romans in Britain. Revised by Lt. Col. S. G. Brady, U. S. Army, Retired. 20¢
408. Comprehension in the translation of Caesar. 5¢
434. Directions for making a costume of a Roman legionary soldier. 5¢
461. A radio broadcast of Caesar's battle against the Nervii. 10¢
467. A completion test on the content of class reading of Caesar, Book I. 5¢
468. Special topics for the Caesar class based on T. Rice Holmes' *Caesar's Conquest of Gaul*. 15¢
469. Improvement sheet for a teacher of second year Latin. 15¢
475. The Banquet. Play in Latin, for 6 boys. Caesar's Helvetian War is discussed at the dinner table, and one of the guests is called away for active service. 10¢
523. A suggestion for anticipating Caesar. 10¢
543. Persons in the *Gallic War*. 15¢
556. The English pronunciation of Latin proper names in Caesar's *Gallic War*. 10¢
558. A list of sixteen successful projects for the Caesar class. 5¢
562. Questions designed to test the pupil's knowledge of the background of Caesar's *Gallic War*. 10¢
571. Raising Caesar from the dead. 15¢
572. An adventure in Caesar. A device for the Caesar class. 5¢
573. The social studies content of Caesar's *Gallic War*. 15¢
594. Caesar for military training in strategy. 15¢
606. Roamin' with the Romans. A clever program for club, assembly, "Open House," or radio, from THE CLASSICAL OUTLOOK for February, 1945. 20¢
610. Some graphic aids for reading Latin. 5¢; in quantities of 25 or more, 3¢ each.
616. The Celts up to 58 B.C.—An outline. 10¢
617. An outline of Caesar's *Gallic War*. A historical outline, with references to passages in Caesar. 20¢
639. All Gaul. A play in two acts, or radio script. In English. A "different" interpretation of the Dumnorix-Diviciacus episode in Caesar's *Commentaries*. 8 boys, plus extras. 40 minutes. 40¢
641. Caesar crosses the Rubicon. A burlesque. 16 or more boys, 14 or more girls. 12 minutes. 20¢
652. Parallel chronological tables for the lives of Caesar, Cicero, and Pompey. 15¢
662. A list of historical novels dealing with classical themes. Revised March 1, 1951. 25¢

Bulletin

XXVI. Fortuna belli. A Latin play for high-school students of Caesar. 30¢

Supplements

5. Stories about Caesar. Translations from various classical authors. 10¢
17. Sight passages from Caesar. 10¢
18. More sight passages from Caesar. 10¢
32. A new Caesar may be born unto them. Passages from Suetonius, illuminating the character of Caesar. 10¢
33. Dramatic incidents in Caesar and Cicero. 10¢

Book

Caesar's Gallic Campaigns. A new version of the *Bellum Gallicum*, Books I-VIII, by Lt. Col. S. G. Brady, together with an introduction, notes, interpolations, and two appendices. Almost a "must" for every teacher of Caesar. $3.00.

Articles in The Classical Outlook

Price, 15¢ each

"Caesar Is Literature." March, 1949.

"To the Teacher of Caesar." March, 1950.

"A Latin Teacher Visits Caesar's Gaul Today." March, 1951.

"With Caesar in Spain." March, 1952.

"The Much Abused Imperfect Indicative in Latin." December, 1952.

"Ecce Caesar Nunc Triumphat!" March, 1953.

"Bimillennium of Pharsalus: 48 B.C.—1953 A.D." November, 1953.

A LATIN CALENDAR

A beautifully illustrated 16" x 25" wall calendar employing the Roman method of indicating the days of each month of the year 1955. The pictures are those used in the Service Bureau calendar for 1949. $1.25.

A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet recently published. It was prepared by a special committee of the American Philological Association. It should be placed in the hands of every adviser of students in our secondary schools. A copy will be sent free to any school counselor on receipt of a stamped and addressed 4⅛ by 9½ envelope. Additional copies may be obtained at 10¢ each postpaid.

ROME: AN EXHIBITION OF FACTS AND IDEAS

A 73-page booklet containing 95 illustrations with descriptive text. Prepared by the Department of Classics at the University of Wisconsin. 85¢

PINOCULUS

A Latin version of Pinocchio. An American edition with notes and vocabulary. $2.10.

TEACHING FIRST-YEAR LATIN

A hard-cover book of 280 pages prepared by a group of Ohio teachers and published by the Ohio Classical Conference, in 1938. Price, while the supply lasts, $1.00.

WHY STUDY LATIN IN SCHOOL?

Primarily addressed to high-school students, the following recently published pamphlet should also be given wide circulation among school administrators and student counselors:

Pamphlet 52 presents the answers of 84 university or college executives. 25¢ each; for 5 or more copies, 20¢

A LATIN CLUB

The seventh edition of Bulletin XII (*The Latin Club*) by Lillian B. Lawler is still available at 75¢ a copy.

VOCABULARY FOR VERGIL'S AENEID BOOKS I AND II

Words are arranged in order of first appearance in each of the two books. Prepared by C. E. Kuszynski. 20¢

LATIN WORD LIST

A booklet containing all the Latin words prescribed by the College Entrance Examination Board for the first, second, and third years, with English meanings. Prepared by John K. Colby. 50¢ each, in any quantity.

FREE CLASSIFIED PRICE LISTS

Classified price lists will be sent free, on request, for teaching material under any of the following topics: Caesar, Cicero, First Year Latin, For the Inexperienced Teacher, Gifts and Awards, Latin Clubs, Latin Games, Miscellaneous, Pictures (Rome and the Romans; Classical Mythology), Plays in English, Plays in Latin, Projects, Radio and Other Programs, Rome and the Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods and Techniques, Value of the Classics, Vergil, Word Study.